**K-5 ELA Lesson Plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teacher:**  Weber | | **Grade:**  One | | | **Date(s)**:  August 27th-31st |
| **Unit Title:**  Wanted: A Few Good Friends | | | **Corresponding Unit Task:**  Task One: Create a song | | |
| **Essential Question(s):** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  -*Brand-new Pencils, Brand-new Books* by Diane deGroat  -*The Crayon Box that Talked* by Shane Derolf  -chart paper  -student paper and pencils | | | | -rule  -citizen  -author  -main idea  -key details  -character  -retelling  -punctuation  -capital/lowercase  -sentence | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice   * Independent | **Reading**  **Standards: RL.1.2**  **I Can Statement(s):**I can retell the main idea and details of a story/I can describe characters in a story/I can help create important class rules  **Instructional Plan:** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Monday 8/27:**  **I Can Statement(s): I can produce a writing that uses capital letters and has end punctuation.**  **Instructional Plan:**  **Read Have you Filled a Bucket Today?**   1. **Introduce the word” and discuss what it means to be a bucket filler and/or a bucket dipper. Have students brainstorm positive character traits and connect them with the story.** 2. **At the end have students pair share what they recall from the story, a connection, and a positive character trait.**   **Students will be drawing and writing about positive charter traits on a bucket template. Students will be drawing and then writing one or more sentences focusing on conventions.**     1. **Show students the example of the bucket template.** 2. **Model a sentence and appropriate sentence structure for students - upper case starts, finger spacing, lowercase letters, and end punctuation.** 3. **Students will then venture back to their seats for the writing task.**   **Tuesday 8/28:**  **Standards:L.1.1** , L.1.2, RI.1.7,RI.1.10, SL.1.5,SL.1.6  **I Can Statement(s):** I can explain what a good sentence needs and check my sentences to make sure they make sense.  **Instructional Plan:** Teacher models and reviews what a good sentence needs and gives the students an opportunity to show their writing skills in a new class book about Leaders. Students can use the following sentences or create their own. After they will illustrate their page with a self portrait of them being a good leader to match their sentence. Remind students that they are communicating an emotion (like pride) so the expression on the self portrait need to match.   * .I am a leader when I \_\_\_\_\_\_\_\_\_\_\_ I am not a good leader when I \_\_\_\_\_\_\_\_\_\_\_\_\_. After, students draw a picture to match their sentences. Teacher is looking for the following skills to use a rubric: * Capitalize the word “I” * Recognize and name end punctuation. * Spell simple words phonetically. * Write letters for most consonant and short-vowel sounds.   **Wednesday 8/28:** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **I Can Statement(s):**  **Instructional Plan:**  **Monday 8/27: Today in word study, students will review the letter sounds for the letters Aa and Bb. We will review the formation of these letters and the sounds for each by working on a alphabet book. Students will review several letters each day. Students will discuss objects with the correct initial sound for each letter.**  **Tuesday 8/28: Today in word study, students will review the letter sounds for the letters Cc and Dd. We will review the formation of these letters and the sounds for each by working on a alphabet book. Students will review several letters each day. Students will discuss objects with the correct initial sound for each letter.**  **Wednesday 8/29: Today in word study, students will review the letter sounds for the letters Ee and Ff. We will review the formation of these letters and the sounds for each by working on a alphabet book. Students will review several letters each day. Students will discuss objects with the correct initial sound for each letter.**  **Thursday 8/30: Today in word study, students will review the letter sounds for the letters Gg and Hh. We will review the formation of these letters and the sounds for each by working on a alphabet book. Students will review several letters each day. Students will discuss objects with the correct initial sound for each letter.**  **Friday 8/31: Today in word study, students will review the letter sounds for the letters Ii and Jj. We will review the formation of these letters and the sounds for each by working on a alphabet book. Students will review several letters each day. Students will discuss objects with the correct initial sound for each letter.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **I Can Statement(s):**  **Instructional Plan:** | | | | |
| **Closing/Summarizing Strategy** |  | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
|  | |  | | |  |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*